

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 127†

L₃

(Sept. to Dec., 1933,
Jan. to March, 1934, overseas)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM III. (A & B).
(Ages 11 to 13).

PUPILS' NAMES

Bible Lessons.

The Bible text (as given in the book used) must be read and narrated first.

A & B. *Old Testament History*,* by J. M. Hardwich and H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 3-87; (*I. Samuel*). Teacher use introductions and appendices. *The Acts of the Apostles*, chapters 13-20.

A *The Saviour of the World*,* Vol. V. (P.N.E.U. Office, 3/-), pp. 1-63, with Bible passages from the index.

A & B For reference: *Clarendon Bible: The Acts*, with introduction and commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6). *The Little Bible* (Oxford Press, 2/6, see especially the *Appendix for Teachers and Parents*). *Helps to the Study of the Bible* (new edition, Oxford Press, 8/6). *Peloubet's Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. *Philip's Handy Scripture Atlas** (1/-). *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-).

For daily Bible reading prayers and hymns: *Daily Readings and Notes* (Series C), monthly schemes from the Secretary, B.R.F., 19 Old Queen Street, London, S.W. 1 (1/6 a year). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Songs of Praise* (Oxford Press, 6/-, words only 1/-).

Two Minute Bible Readings: for use in opening schools (S.C.M., 3/-).

† The 127th term of work set since the Parents' Union School began.

For Sunday Reading, etc.:

A & B *St. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 2/6), pp. 165-246. *Abraham Lincoln*, by W. M. Thayer (Oxford, 3/6). *Uncle Tom's Cabin*, by Mrs. Beecher Stowe (Nelson, 1/3). Longfellow's *The Golden Legend* (Poems, Oxford, 3/6).

A & B *How we got our Bible*, by Dr. J. Paterson Smyth (Sampson Low, 2/6), pp. 1-79.

A & B Sunday Occupations: A Book of Centuries (see under General History).

Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

Make Christmas cards and calendars.

Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature.

A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 6d. a card); work from cards 7, 8 or 9; or, Mc Dougall's *Print-Form Writing Exercises*, Book 2 & 3 (3½d. each.)

Dictation

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers. or, on subjects taken from the Programme. Doggerel must not be written. Metres of poems read under Literature should be followed.

The Little Oxford Dictionary (Oxford Press, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, September Parents' Review).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A & B *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. ~~43-64~~, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), pp. ~~24-43~~.

Beginners work through *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6).

Literature. (See N.B. 1.)

A *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 607-644. Read poems by Shelley, Keats, Longfellow: see anthologies below.

A & B Shakespeare's *Coriolanus** (Blackie, Plaintext, 6d.). Longfellow's *Poems*,* (Oxford, 3/6): (a) *The Golden Legend*; (b) place poems in Europe. Dickens' *Old Curiosity Shop** (Nelson, 1/3).

Read poetry daily.

A *Poetry Book for Boys and Girls*,* chosen by Guy Pocock (Dent, 2/-). *Palgrave's Golden Treasury** (with Part V., modern poetry, Macmillan, 2/-).

A *Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

British History. 1

A & B Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 745-806 (1837-1861).

Make summaries of events and dates, and continue a chart of the 19th Century.

Read the daily news and keep a calendar of events.

Take *The Home and Class Room Section of The Times* (P.N.E.U. Office, 6/- a year); or, *The Times Weekly Edition* (P.N.E.U. Office, £1 2s. 0d. a year).

Teacher will find useful *History Charts* (P.N.E.U. Office, 6d.) *Everyday Life in Old Scotland*, Part III., by I. E. Grant Allen, 2/6).

General History.

A *Hellas the Forerunner*,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 34-64. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 86-125.

Teacher will find useful Quennell's *Everyday Things in Homeric Greece* (Batsford, 7/6); *Coloured Postcards, Set C 9* (India), (British Museum, 2/6).

B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 283-290. *A Book of Ancient Peoples*,* by Helen Corke (Oxford, 2/9), pp. 77-119.

A & B Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet, by Miss Bernau, 6d.). *The British Museum for Young People*, by Frances Eggar (revised edition), (Black, 3/6), chapters 10 and 11.

Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. For reference, (A) *Guide to Greek and Roman Antiquities* (British Museum, 2/-), and *Postcards*, catalogue to be had from the Museum.

Citizenship.

A *Ourselves*,* Book I. (Kegan Paul, 4/6), pp. 140-162.

A & B *Life and Fables of Aesop** (Blackie, 10d.). *Builders and Makers*,* by D. M. Vaughan (Longmans, 2/-), pp. 96-123.

Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

A For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography.

Map questions as in the Ambleside Geography Book to be answered from map before each lesson; then reading and narration. Memory sketch maps. Local geography out-of-doors; choose special studies from *Outdoor Geography*, by H. Hatch (Blackie, 2/6). See also *Home Education*, Parts II. and V.

A & B *Ambleside Geography Book IV.*, - 1928 edition, (Kegan Paul, 4/-), pp. 103-144 (Switzerland and Italy) and pp. 318-330. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 261-305.

A Geikie's *Geology Primer** (Macmillan, 1/9), pp. 106-150.

A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Regional map studies. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (1929 edition, 7/6).

1 National History may be read in one General History period; see under Reading.

Natural History.¹

- A *Winners in Life's Race*,* by A. Buckley (Macmillan, 6/-), pp. 299-353.
- B *Life and her Children*,* by A. Buckley (Macmillan, 6/-), pp. 269-301.
- A & B *The Study of Plant Life*,* by M. C. Stopes (Blackie, 6/-), pp. 86-113, 133-144, 73-77.
- Keep a Nature Note-Book* (P.N.E.U. Office, plain 2/3, interleaved 1/9). (see *Home Education*), with flower, bird and insect lists, and make daily notes.
- For special studies suitable to the season and climate, see *Nature Rambles*, Vols. I. to IV., also *Nature in the Garden*, Vols. I. and II., all by Edward Step, F.L.S. (Warne, 2/6 each); S.N.S.U. Leaflet No. 21 (*Toadstools*), (2½d.).

General Science.

- A Fournier's *Wonders of Physical Science** (Macmillan, 2/6), pp. 1-65.
- Children not going on into Form IV. may use instead: *The Health Reader**, by W. Hoskyns-Abrahall (Cassell, 3/-), pp. 97-116 and 222-257.

French.² (See N.B. 4.)

- A *A French Course for Schools*, Part III.,* by H. F. Collins (Macmillan, 2/3), Lessons 6-10, with appendices.
- B Part II.* (2/-). Lessons 7-13.
- A & B Read and narrate only: (A), *Un Secret du Désert*,* by H. Lasalle and P. Plantefol (Sidgwick & Jackson, 9d.); (B), *Les Rêves de Rikiki*,* by Gérard D'Houville (edited by I. H. Clarke, Dent, 1/6), parse two pages. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.); or a scene for acting from *Nos Petites Pièces**, by Gabrielle L. Honoré (Dent, 1/-).

For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

Latin. (See N.B. 4.)

- A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-); Part II., §§ 1-13, or, continue.
- B *Gradation*,* by H. H. Heatley and M. N. Kingdon (Longmans, 2/-), pp. 17-25; or, continue in *A Latin Book for Beginners*, Part I.

German.² (See N.B. 4.)

- A *Primary German Course*,* by O. Siepmann (Macmillan, 3/-), lessons 7-9, inclusive, or continue.
- Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested. For extra practice, *German Picture Cards*, Set I., by P. Meyer and H. M. Brock (Bell, 2/- a set).
- or, easier, *Ich Kann Deutsch Lesen**, by G. Gladstone Solomon (Hennemann, 2/6), 1 p. 52-79.

or Italian.² (See N.B. 4.)

- A *First Reader in Italian*,* by L. Covello and A. E. Giacobbe (Macmillan, 6/6), lessons 1-6, in Parts I. & II., using exercises with discretion.

¹ Overseas members see special leaflet.
² Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

- Dr. Ballard's *Fundamental Arithmetic*, Books III. and IV., with Teacher's Books. *Arithmetical Dictation*, by Alfred Wisdom, Books III. & IV., for rapid mental work.
- A (3rd Term.) *Fundamental Arithmetic*, Book IV.* (U.L.P., Pupil's Book, 1/-), pp. 61-80, (Teacher's, 2/3). *Arithmetical Dictation*, Book IV. (U.L.P., 1/-), Exs. 226-240.
- B (3rd Term.) *Fundamental Arithmetic*,* Book IV. (Pupil's Book, 1/-), pp. 1-20, (Teacher's, 2/3), with *Arithmetical Dictation*, Book IV. (1/-), Exs. 181-195.
- Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 4/-).

Geometry. (See N.B. 4.)

- A *Shorter School Geometry*,* by H. S. Hall and F. S. Stevens (Macmillan, Part I., 2/6); (A) (3rd Term), pp. 71-77 and 96-97. (B)† (3rd Term), pp. 30-42, or continue.

*The School Set of Mathematical Instruments** (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

- A (3rd Term), *A First Course in Algebra*,* by W. G. Borchardt, M.A., B.Sc. (Rivington, 3/-), pp. 33-48.
- B† (3rd Term) *Exercises in Algebra for Beginners*,* by W. S. Beard (Bell, 10d), pp. 32-44, and Revision Papers 5-10; or continue.

† III.B takes Geometry or Algebra, but not both.

Picture Study.

Study, describe, and draw from memory details of, six reproductions of pictures by Velasquez* (P.N.E.U. Office, 2/- the set).

See the special notes for teachers only in the *September Parents' Review*; also *Home Education* and *School Education*.

Painting, etc.

Studies in design with wild fruits, etc., and in quick figure sketching. Original illustrations (e.g., for ballads and carols) and simple memory drawings.

Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (see under *Our Work* in the *September Parents' Review*).

Teacher may consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-); *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

Music Appreciation.

The work of Handel; see (a) article, and (b) records suggested under *Our Work*, in the *September Parents' Review*.

Teacher will find useful: *Handel*, by B. L. Thomson (Sheldon Press, 4d.).

Ear Training, Singing, Piano, etc.

(a) Regular lessons in ear-training and sight-reading.

The Compleat Teacher, by Arthur Somervell, Books III. and IV. (Boosey, teacher's books, 2/6, pupil's 3d. each), or, use Books I. and II., according to standard.

(b) Three English songs, and three French songs. Carols.

The Clarendon Song Books: Books III., III.A and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-). *The English Carol Books*, I. & II., edited by Martin Shaw and Percy Dearmer (Mowbray, 2/6 each, words only, 3d.).

(c) Learn suitable compositions by Handel. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalm 90 and 91. Two hymns. A scene from the Shakespeare play set, or, two poems.

Choose from *A Poetry Book for Boys and Girls*, chosen by Guy Pocock (Dent, 2/-), or from *The Golden Treasury* (Macmillan, 2/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

A & B Bulfinch's *Age of Fable* (Dent, 2/-), pp. 248-280.

The Old Curiosity Shop,* by Charles Dickens, (Nelson, 1/3).

A Ruskin's *Ethics of the Dust* (Dent, 2/-). *Herodotus: Stories and Travels* (Dent, 1/4), pp. 38-88.

Scottish, Irish, or Welsh children may read from: *A Short History of Scotland*, by R. L. Mackie (Oxford Press, 6/-); *A Class-Book of Irish History* by James Carty, in four parts (Macmillan, 1/- each); *Readings from Welsh History*, by Ernest Rhys, in two parts (Hughes & Son, Wrexham, 1/- each).

Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6); take six consecutive tables. For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance*, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series II. and III. (Ling Association, with instructions, 11d. each).

(c) Games: Longball (*Rules*, Bourne & Co., 2d.); Hockey; Netball.

Work: Crafts, etc.

Do some definite house or garden work.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book I., by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St., Leicester).

(b) Cooking.

See *Catering for the Young*, by D. Morton (Werner Laurie, 2/6).

(c) Sewing: cut out and make a garment and do some embroidery. Knit a garment.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, Boys: make models in woodwork.

101 Things for a Boy to Make (new edition), by A. C. Horth (Batsford, 5/-), or, use *Toy Carving for Children* (Dryad Leaflet, No. 30, 4d., and Sheet No. 15, 6d.)

(d) Basketwork: make three baskets.

Canework, by C. Crampton (Dryad, 3/6).

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Make Christmas presents.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). *The Dryad Quarterly* (6d.) will also be found useful.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons, and offer scope for hobbies. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional.

N.B. 2.—The work in Form III. lasts two years (ages 11-13). Where the same book is used in Form III. A & B, more advanced work should be expected from pupils in Form III.A. **Form III.B is the old Second Year II.A. Second Year III. is now called IV.B.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/-(P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM III. (A & B).

PUPILS' NAMES.....

.....

Bible Lessons.

- A & B I. 1. Give an account of the first meeting of Samuel and Saul. Describe the banquet, the anointing and the signs that followed.
2. Mention two stories from which we may gather that (a), Samuel, and (b), David lived in the sight of God. Tell **one** story in full.
- II. 1. Describe the visit of Paul and Silas to Philippi, their imprisonment, and the consequences of the earthquake.
2. On what occasions were the following words used,—
(a), "The gods are come down in the likeness of men"; (b), "Come over into Macedonia and help us"; (c), "Great is Diana of the Ephesians"?
Give the whole story in **one** case.

Writing. (Writing is also considered in each answer.

Write, (A), ten, (B), six lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Life and Fables of Æsop, (A), p. 61, *A Dart in Borrowed Feathers*; (B) p. 82, *Jupiter and a Bee*.

Composition.

1. Write in prose (or verse which must scan), on **one** of the following.— (a), crystals; (b), Scylla and Charybdis; (c), Cyrus and the taking of Babylon; (d), David and Jonathan. (e), falling leaves, (f), the music of Handel.
2. Write letters, (a), giving, (b), accepting, (c), refusing, an invitation.

English Grammar.

1. Analyse, parsing the words in italics,—
“The large Newfoundland house-dog
Was standing by the door;
He looked for his little playmates
Who would return no more.”
2. Give two examples in sentences of nouns in the (a), genitive, (b), vocative, (c), accusative case.
3. Give in sentences the plural for,— *postman*, *suitcase*, *vice-principal*, *flittermouse*, and the feminine of *negro*, *hero*, *peacock*, and *bachelor*.

Literature. (A. answer three, B. two questions).

- A & B 1. Write an account of Coriolanus as given in Shakespeare's play, quoting any lines you know from one of his speeches.
2. Describe a scene in (a), Strasburg, or, (b), Lucerne, from *The Golden Legend*.
 3. Describe one of the characters that interested you in *The Old Curiosity Shop*. Name four others.
 4. Mention three of the poems you have read by (a), Shelley, (b), Keats, and (c), Longfellow; narrate one that you enjoyed, quoting favourite lines.

British History

- A & B 1. Write a short account of the Indian Mutiny and the work of Henry Lawrence, Havelock and Colin Campbell.
2. What do you know of **two** of the following,— (a), The Chartists, (b), The Anti-Corn-Law League, (c), The Cotton Famine? Dates.
 3. Mention some of the steps in the path of freedom that were taken after 1815. Write what you know about the work of (a), Wilberforce, and (b), W. E. Forster.

General History.

- A 1. What do you know of the Ionian Greeks,— their travels, their trading, their knowledge?
2. Give some account of (a), Hiuen Tsang, the Chinese Pilgrim, or, (b), Muhammed, the Great Reformer.
- B 1. What do you know of (a), Napoleon III., (b), Victor Emmanuel and the Italian war?
2. What do you know of (a), the Assyrian Kings, or, (b), the Hellenes?
 3. Mention two dates for which you have put drawings in your Book of Centuries this term and describe the special event connected with each.

Citizenship

- A & B 1. Give (a), two stories of Æsop as the slave of Xanthus, or, (b), an account of his voyage to Delphi. Write out one Fable.
2. Mention (a), some reasons for which it is wise to save, and, (b), some ways in which saving is unwise.
- A 3. Mention some of the ways in which we owe justice to other people, giving examples from your reading this term.

Geography

- A & B 1. Draw a map of Switzerland putting in the boundaries, chief physical features and towns. Describe, (a), the St. Gotthard Pass, or, (b), the Switzers at work.
2. Describe (a), Livingstone on a journey of discovery in Africa, or, (b), Timbuktu and the Sahara.
- A 3. By what signs do we know that parts of the earth's crust have been pushed up, or have sunk down? Give examples, especially any that you have seen.

Natural History.

- A 1. How is a sea lion adapted for its life in the sea? Give a diagram.
- B 1. What do you know about red ants and their black slaves?
- A & B 2. Make a drawing of a horse chestnut twig (from nature) and explain the scars upon it. Draw a section of the terminal bud and say all you can about it.
3. (a), How are young ferns formed? Write fully, with drawings; or, (b), write notes on your study of toadstools this term.

General Science.

- A 1. “Nature is always ready to answer questions.” Write about one such question put by (a), Archimedes, or, (b), one of the wise men of Alexandria, or, (c), Alhazen the Arab, and the answer.
- or, 1. Give and explain a diagram of the ear.
- or, What considerations would help you, (a), in choosing a site for a house, (b), in building it?

French.

- A 1. Translate into French, Exercise V., page 46 (Collins, Part III.).
2. Write, from dictation, *Le Papillon* (p. 57).
 3. Translate, using the past tense, where possible, page 45 (IV.) When . . . Switzerland. I can . . . pocket.
- B 1. Make sentences in French about the picture on page 61 (Collins, Part II.).
2. Make sentences using the plural of *neveu*, *couteau*, *cheval*, *chou*, *bijou*.
 3. Work exercise V., page 64.

Latin.
A 1. (i.) Write, with meanings, the three Participles of 'ingo.' (ii.) Write the Present Subjunctive Active of 'moneo' and the Imperfect of 'audio.'

2. Translate: (1) He sees a man writing a letter. (2) Let the boys come to the island. (3) The shepherd whom you seek is not here.

3. (a) Translate § 3 Lines 10-15 "Ante . . . opprimunt." (b) Either read again the Latin of these lines, then write a narration in Latin or parse *menses, dixisti, correptum, scripta*.

B (Gradatim). 1. (i.) Decline 'vir dives.' (ii.) Write the Present Indicative and Subjunctive of 'moneo.'

2. Translate: (1) The king kindles the fire and bakes the cakes. (2) The youth discusses with his father about the tilling of the lands.

3. (i.) Translate § 29 Fredericus . . . acutos. (ii.) Read again the Latin of (i.), then write a narration in Latin.

German.

A 1. Write six sentences in German about the picture for page 30.

2. Mention three prepositions which govern (a), the accusative, and, (b), the dative. Make sentences with each.

3. Use in sentences, the nominative plural with the indefinite article, — *Vogel, Wagen, Fenster, Tafel, Pferd*.

Beginners:

1. Make six sentences with the nouns on page 60.

2. Write six sentences about *Der Tierpark*.

or, Italian.

1. Answer, in Italian sentences, the questions 1-10, page 16. (*First Reader in Italian*).

2. Write six sentences in Italian about *La Mia Famiglia*.

3. Use in sentences, the words *mano, occhio, frutto, cugino, banco*.

Arithmetic.

A (3rd Term).

1. How many bars of soap, each 18 ins. long, 3 ins. wide, and 2 ins. thick, can be made from a block of soap 8 ft. long, 6 ft. wide, and 3 ft. thick?

2. How long will it take a car, travelling at 40 miles an hour, to overtake a bus which is 5 miles ahead and travelling at 15 miles an hour?

3. A merchant sells in one year 1000 cwt. of sugar for £933 6s. 8d. The next year he reduces his price by 10 per cent. and sells 20 per cent. more sugar. What is his gain on the previous year's receipts?

B (3rd Term).

1. A sheet of cardboard is 1 mm. thick. Find the height, in metres and cms., of a stack of 2880 sheets.

2. How long will a candle, 8.52 ins. long, last if it burns at the rate of .06 ins. a minute? Answer in hours and minutes.

3. Simplify (i.) $\frac{2.3 \times .004}{4.6 \times .016}$

(ii.) $\frac{1.8 \times 2.7 \times .024}{.06 \times .9 \times .003}$

Geometry.

A (3rd Term).

1. When are two right-angled triangles congruent? Proof.

2. Prove that the greatest side of any triangle makes acute angles with each of the other sides.

3. In a triangle DEF the side DE is greater than DF, and the bisectors of the exterior angles at E and F meet at P. Prove that FP is greater than EP.

B (3rd Term).

1. Construct two triangles ABC, XYZ, having given that $AB = XY = 3.2$ cms., $AC = XZ = 5.5$ cms., $\angle A = \angle X = 20^\circ$. Compare the triangles as regards size and shape and measure the angles at B and C, and at Y and Z, also the sides BC and YZ.

2. P and Q are two trees 30 ft. apart. A third tree R is so placed that PR and QR make angles of 72° and 36° respectively with PQ. Draw a plan (1 in. to 10 ft.) and find the distances of R from P and from Q.

Algebra.

A (3rd Term).

1. Simplify

$$(i.) \frac{b-3}{cd} - \frac{4+d}{bc} - \frac{5}{bcd}$$

$$(ii.) \frac{3x^2}{14bz} \times \frac{7z^2a}{2y^2x} \div \frac{5z}{8y}$$

2. Solve the equations:

$$(i.) 5(x+4) + 3x + 72 = 4(4x+7).$$

$$(ii.) \frac{2x-1}{4} - \frac{x+1}{3} + \frac{3}{4} = 0$$

B (3rd Term).

1. (i.) Add together $x+y$, $4x-5y$, $-3x-6y$.

(ii.) From $2m-3n+p$ take $4m+4n-2p$.

2. (i.) Simplify $2(a-3) + 3(a-4) - 4(a-5)$.

(ii.) Solve $2(x+3) = 4(x-14)$.

Picture Study

Describe *The Surrender of Breda*, by Velasquez.

Painting. (All work should be done with brush and in colour.)

1. A design for a frieze in autumn colours.
2. An original illustration for *The Golden Legend*, or, *The Old Curiosity Shop*.

Recitations.*

Father to choose two Bible passages, a poem from *The Golden Treasury*, or, a scene from *Coriolanus*.

Reading.*

Father to choose a poem, and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song; and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 11th. Papers to be posted on Dec. 16th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; *(b)*, if there has been any handicap on account of illness during the term; *(c)*, the reason for the omission of subjects in the examination.